

Stages of Implementation for Montana Common Core Standards



Self-Assessment for the Montana Common Core Standards for Mathematics

Stage 3: Align Student Progress Measures

Educators establish measurable conceptual learning progressions and how students' understandings of ideas develop, evolve, and progress to establish measurable goals. Student assessments have been identified to measure the established goals. A foundation of understanding for formative assessment is established.

Purpose for Stage 3:

Aligning student progress measures begin with understanding a balanced assessment system, the mathematical practices and content standards and the learning progression for each grade level and grade band. Stage 3 focuses on using formative assessment for multiple measures with clearly established goals to improve instruction.

Teachers and leaders implement the MCCS into every classroom.

- A leader (e.g., principal, department chair, math coach) understands the critical areas and learning progressions to support a balanced assessment system for the school, recognizes formative assessment concepts and skill, and supports teachers creation and use of common formative assessments
- A teacher uses the critical areas and learning progressions to establish matching goals for the school's balanced assessment system, understands formative assessment concepts and skills, creates and uses common formative assessments and implements assessment strategies.

Have not Begun

Just Underway

Making Good Progress

Successfully Completed

Essential Steps for Stage 3

1. Teachers understand and continually assess students' progress toward the standards using multiple assessment practices <ul style="list-style-type: none"> a. Understand the component of a balanced assessment program b. Identify 5 keys to Balanced Assessment c. Understand the purpose, relevance and appropriate uses of summative and formative assessment 				
2. Determine clear long and short term learning goals for all students in the grade level critical areas based on the learning progressions <ul style="list-style-type: none"> a. Review the learning progressions of the critical areas for the given grade level and grade bands b. Determine the design of appropriate assessment (e.g., short response, constructed response, performance task, technology enhanced) 				
3. Leadership teams will <ul style="list-style-type: none"> a. Develop a shared understanding of key common formative assessment concepts and skills b. Assess the capacity of a group of teachers to create and use common formative assessments c. Identify how the team can support a group of teachers in implementing common formative assessments 				
4. Teachers will implement assessment strategies				



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<ul style="list-style-type: none"> a. Check for understanding b. Guide Self-Assessment c. Review Homework d. Structure Peer-Assessment e. Use Rubrics 				
Digging Deeper with Stage 3				
1. Educators will understand the Smarter Balanced Assessment Consortium assessment aligned to Common Core Standards that are designed to help prepare all student to graduate high school college- and career-ready <ul style="list-style-type: none"> a. How Smarter Balanced assessment contributes to student success b. What Smarter Balanced Assessment Consortium will provide for interim/benchmark assessments c. How to use the formative process digital library d. How to use the data from Smarter Balanced Assessment Consortium 				

